



Office of Education  
Standards  
Cayman Islands Government

# INSPECTION REPORT

APRIL 2025



TRUTH FOR YOUTH SCHOOL

Table of Contents

School Information ..... 2

Context ..... 3

Overall Judgement History ..... 3

Next Steps..... 3

Current Performance Summary ..... 4

What the School Does Well ..... 6

Recommendations ..... 6

Inspection Findings ..... 7

    Performance Standard 1 (Early Childhood) Helping our children to achieve in key areas of their learning and development ..... 7

    Performance Standard 1 (Compulsory) Helping our students to achieve in key areas of their learning ..... 9

    Performance Standard 2 Promoting our children’s emotional well-being and civic and environmental understanding / Promoting our students’ personal and social development ..... 12

    Performance Standard 3 Ensuring effective teaching to support our students’ learning..... 14

    Performance Standard 4 Offering a curriculum that meets the educational needs of all our students.... 16

    Performance Standard 5 Keeping our students safe and always supported ..... 17

    Performance Standard 6 Leading and managing our school and developing our links with the community we serve ..... 19

Summary of Student, Parent and Staff Survey Results..... 22





















What Happens Next? ..... 24

Further Information ..... 24

About the Office of Education Standards ..... 27

This report provides a comprehensive account of the school’s quality of provision. A **summary report** offering an overview of the inspection judgements and main inspection findings is available at [www.oes.gov.ky/education-institutions](http://www.oes.gov.ky/education-institutions).

## School Information

General Information		
	School name	Truth for Youth School
	Address	84 Walkers Road, George Town
	Telephone number	949-7041/949-882620
	Website	None
	Name of principal	Ms. Peta-Gaye Crawford - Principal
	Date of this inspection	29 April, May 01- 02 May, 2025
	Date of last inspection	11 October to 13 October, 2022
Students		
	Number of students on roll	88
	Age range of the students	4 - 11
	Grades or year groups	Pre-Kindergarten - Grade 5
	Number of Caymanian students	33
	Number of students with additional learning support needs	15
	Largest nationality group of students	Caymanian
Curriculum		
	Main curriculum	New York State
	External tests and assessments	Renaissance
	Accreditation	None
Staff		
	Number of teachers	8
	Number of teaching assistants	2
	Teacher-student ratio	1:11
	Teacher turnover	11%

## Context

Truth for Youth School is owned and operated by the Church of God (Universal). It is located south of the business district of George Town. The Board of Directors of the church directly manage the school, including overseeing the school's finances and recruiting and selecting staff.

At the time of the inspection, there were 88 students at the school, aged from four to eleven years. The school was organised in two phases, an Early Childhood setting – the 'Lower Kindergarten' and a Primary phase that comprised the 'Upper Kindergarten' and Grades 1 to 5. This report evaluates both phases separately. No students were formally identified as having special educational needs and disabilities (SEND), although 15 had been identified as needing intervention after an initial assessment. The school reflected the values of the church and was characterised by a strong Christian ethos.

There were eight teachers and two assistant teachers, together with non-teaching support staff. Teachers in the Primary stage, followed the New York State standards for core subjects, the Cayman Islands Curriculum for Social Studies and Life Skills, and the Abeka curriculum for Religious Education and Art. In the Early Childhood classes teachers used 'First Steps to Success – Nurturing Environments and Thriving Children' and the advice in 'Thrive By Five' to guide their work. The school used the Star Renaissance system to standardise assessments.

The Principal had been in post since August 2024. The school had made significant improvements in the short time since her appointment. She was supported by a Vice Principal. Lead teachers had been appointed for English, mathematics, and special education needs (SENCO).

## Overall Judgement History

Cycle 1 Inspection	February 2020	Weak
Cycle 2 Inspection	October 2022	Weak
Cycle 3 Inspection	April 2025	Weak

## Next Steps

The school is weak and requires a Follow-Through inspection within 6 months.



## Current Performance Summary

Performance Standard 1 (Early Childhood) Helping our children to achieve in key areas of their learning and development			
Quality Indicator		Kindergarten Inspection Judgement	Change
Cognitive development	1.1 Attainment	Good	N/A
	1.2 Progress	Good	N/A
Social Emotional development	1.1 Attainment	Good	N/A
	1.2 Progress	Good	N/A
Communication and Language development	1.1 Attainment	Good	N/A
	1.2 Progress	Good	N/A
Physical development	1.1 Attainment	Good	N/A
	1.2 Progress	Good	N/A
Performance Standard 1 (Compulsory) Helping our students to achieve in key areas of their learning			
Quality Indicator		Primary Inspection Judgement	Change
English	1.1 Attainment	Weak	→
	1.2 Progress	Weak	→
Mathematics	1.1 Attainment	Weak	→
	1.2 Progress	Weak	→
Science	1.1 Attainment	Satisfactory	→
	1.2 Progress	Satisfactory	→

Performance Standard 2 Promoting our children's emotional well-being and civic and environmental understanding / Promoting our students' personal and social development				
Quality Indicator	Kindergarten Inspection Judgement	Change	Primary Inspection Judgement	Change
2.1 Social emotional learning / Positive behaviour for good learning	Good	→	Good	→
2.2 Civic and environmental understanding	Good	↑	Good	→

Performance Standard 3 Ensuring effective teaching to support our students' learning				
Quality Indicator	Kindergarten Inspection Judgement	Change	Primary Inspection Judgement	Change
3.1 Teaching	Good	↑	Satisfactory	→
3.2 Learning	Good	↑	Satisfactory	→
3.3 Assessment	Satisfactory	↑	Weak	→

Performance Standard 4 Offering a curriculum that meets the educational needs of all of our students				
Quality Indicator	Kindergarten Inspection Judgement	Change	Primary Inspection Judgement	Change
4.1 Curriculum quality	Satisfactory	→	Satisfactory	→

Performance Standard 5 Keeping our students safe and always supported				
Quality Indicator	Kindergarten Inspection Judgement	Change	Primary Inspection Judgement	Change
5.1 Health and safety	Satisfactory	→	Satisfactory	→
5.2 Support and guidance	Satisfactory	↑	Satisfactory	↑

Performance Standard 6 Leading and managing our school and developing links with the community we serve		
Quality Indicator	Whole School Inspection Judgement	Change
6.1 Leadership	Satisfactory	↑
6.2 Self-evaluation and improvement planning	Weak	→
6.3 Links with parents and the community	Satisfactory	→
6.4 Staffing and the learning environment	Satisfactory	→

## What the School Does Well

- The new Principal had improved the school significantly by introducing important structural changes and procedures establishing a foundation for future growth.
- The early childhood care and education classes provided a strong and caring foundation for the youngest children.
- The positive impact of the school's values on students' attitudes and behaviour facilitated by the strong Christian ethos that was evident throughout the school.

## Recommendations

- Improve students' progress in English and mathematics by:
  - Raising teachers' expectations on what students can achieve
  - Increasing the pace of lessons
  - Making more effective use of assessment information to differentiate learning.
- Improve the rigour of evaluating and using assessment data
- Improve the consistency and quality of lesson evaluations and assessing students work
- Improve the impact of middle leaders on the quality of learning and teaching

# Inspection Findings

Performance Standard 1 (Early Childhood) Helping our children to achieve in key areas of their learning and development		
Quality Indicator		Kindergarten Inspection Judgement
Cognitive development	1.1 Attainment	Good
	1.2 Progress	Good
Social Emotional development	1.1 Attainment	Good
	1.2 Progress	Good
Communication and Language development	1.1 Attainment	Good
	1.2 Progress	Good
Physical development	1.1 Attainment	Good
	1.2 Progress	Good

## Cognitive development

Attainment in the Cognitive Domain was good. Children were curious and explored their environment as they learned new skills and made connections with prior learning. They used their imagination during play and could tell made up stories. Children used mathematical language such as “more” and “less” and solved number sentences. They could identify shapes and colours. They made patterns with beads and demonstrated an understanding of how objects can be fitted together as they completed puzzles and used building blocks to recreate a “family home”. They used scissors and rolling pins with playdough to make pizza and other recognisable objects.

Progress in the Cognitive Domain was good. Children could explain how seeds grew and at snack time when one child found a seed in a fruit, they talked about how to plant the seed and take care of it so the tree could “grow up to space.” Children were developing phonological awareness. They were able to sort objects and pictures according to the beginning sounds.

## Social Emotional development

Attainment in the Social Emotional Domain was good. Children demonstrated an understanding of the limits and boundaries of acceptable behaviour as they interacted with peers and the learning environment. They shared and took turns and minor conflicts were resolved swiftly. Children interacted with cultural symbols in their classrooms. They cared for their environment by cleaning up after play and mealtimes. Children participated in devotions and could tell details of the resurrection of Jesus and the story of Lazarus.

Progress in the Social Emotional Domain was good. Children participated in sensory play and developed their vocabulary as they described their experiences learning to take turns and to collaborate. They were secure and confident in their interactions with others and comfortable talking with new adults in their classroom. Children were excited to share their experiences with others. Children were developing skills of reflection on their actions towards others and regarding their work, although this required further development.



---

### Communication and Language development

Attainment in the Communication and Language Domain was good. Almost all children were developing the skills of conversation in a variety of contexts as they shared information and ideas with each other and with adults. Children shared information and imaginary stories such as finding a tiger in the back yard of their vacation home. Children demonstrated a strong sense of active listening as they listened to stories, devotions and conversations. They asked questions during their listening experiences, demonstrating curiosity and critical thinking. Upon opening a new tub of playdough, children used words such as 'sticky' and 'messy' to describe the texture.

Progress in the Communication and Language Domain was good. Children progressed through the developmental writing process and could form letters and were beginning to write sentences on a whiteboard. Almost all children were developing book handling skills and could share information on the roles of author and illustrator. Children were developing their ability to identify letter sounds. They could sort objects and pictures according to the beginning sounds of words. A number of children could identify and read common three letter words.

---

### Physical development

Attainment in the Physical Domain was good. Almost all children were developing both fine and gross motor movements with increased control. They manipulated playdough to make objects, pinching, rolling and patting. They snapped building blocks together to make houses and other creations. Children played confidently outside with the slide and other toys. They showed independence by putting on their own shoes, and manipulating their food containers. Children understood healthy food choices, demonstrating this when they chose fruit for their morning snacks.

Progress in the Physical Domain was good. Almost all children could run, jump and climb on play equipment. Almost all children were learning to navigate their environment safely as they maneuvered around play equipment and peers, even when running vigorously. Children used small motor movements to lace beads and line objects up in groups of ten. They demonstrated fine motor movements such as stirring and pouring when playing with sand.

---

### Areas for development

- Ensure children have ample opportunities for creative expression and rich scientific investigation.

## Performance Standard 1 (Compulsory) Helping our students to achieve in key areas of their learning

Quality Indicator		Primary Inspection Judgement
English	1.1 Attainment	Weak
	1.2 Progress	Weak
Mathematics	1.1 Attainment	Weak
	1.2 Progress	Weak
Science	1.1 Attainment	Satisfactory
	1.2 Progress	Satisfactory

### English

Attainment in English was weak. Although Star Reading data from the Winter 2025 assessment period indicated that most students were at or above benchmark, this data lacked reliability due to the school's inconsistent manipulation of benchmark settings across different assessment points. As a result, a clear and accurate picture of attainment over time could not be established. Examination of students' written work revealed that most students had completed tasks referenced in the curriculum, but these tasks were not always pitched at the appropriate level of challenge or depth. Lesson observations showed that although learning outcomes matched curriculum expectations, planned activities did not consistently support the development of key skills. Nevertheless, students across the grades demonstrated an understanding of spelling and grammar conventions. In stronger lessons, students were able to analyse texts and connect them to real-life experiences. Upper Kindergarten students identified story elements such as character and setting in 'Chicken Licken'. In Grade 3, students explored plural nouns and made inferences, while in Grade 5 they studied perfect verb tenses. However, a significant number of students did not demonstrate appropriate levels of skill in their writing. Additionally, they were not sufficiently engaged or motivated by the tasks that were designed to develop their speaking and listening skills.

Progress in English was weak. Examination of students' written work showed that students spent excessive time copying learning objectives from the board and completing low level tasks, limiting the time available for practising and applying key skills. Lessons were often slow-paced, reducing opportunities for students to make meaningful progress toward their learning outcomes. While students were exposed to grammar and language rules, they lacked rich, frequent opportunities to use these concepts in writing, discussion or analysis. Across the grades, students were not consistently developing more advanced skills such as text analysis or comparing different written styles. This was largely due to teachers not planning or delivering lessons to meet the increasing demands of the curriculum. Teachers marked written work and provided written feedback in students' books. This was often done superficially, consisting mainly of phrases like 'good job' or simple tick marks, and did not consistently promote higher standards of work.

---

### Areas for development

- To support progress in English, lessons needed to be planned with clear progression in complexity, particularly for reading comprehension and writing tasks.
  - More frequent opportunities for extended writing and structured speaking activities should also be included to support stronger progress.
- 

### Mathematics

Attainment in mathematics was weak. Students were learning basic facts and acquiring basic skills in number, geometry, measurement, money and telling the time. The standardised Star assessments indicated that less than 75 per cent of students reached the expected standard in mathematics in Grades 2 to 5. This was confirmed in lesson observations and in examination of students' work. No Grade 1 data was available from the Star assessment system. Internal assessment data did not provide reliable benchmarked data. In lessons, students in Grade 1 were able to count the number of sides and vertices in common shapes. In Grade 2, most could add a single digit number to a two -digit number and in Grade 5, the majority of students could add, subtract and divide accurately using multi digit numbers. Students' understanding of place value was not secure in the early stages of primary. In geometry, children in Upper Kindergarten were learning to identify common two dimensional shapes such as circles, squares and triangles. A few could describe the differences between squares and rectangles. Most students in Grade 4 could identify lines of symmetry in common shapes and the majority could do so with complex shapes. Grade 5 students found it challenging to plot coordinates on a two dimensional grid.

Progress in mathematics was weak. Data in the Star assessment system showed that students were progressing from one assessment point to the next, but the rate of progress was below expectations. This was validated in lessons. In lessons, the pace of learning was usually low and this impeded students' progress. Time was sometimes wasted by students copying out learning objectives from the white board at the expense of practising mathematical skills. In addition, some activities which were intended to facilitate student understanding were not effective or too time consuming. For example, using a number line repetitively to plot the position of a fraction when the learning intention was not clear and had not been understood by students. Together these aspects of lesson planning and implementation reduced the time for high quality learning and the development of mathematical skills. Students made progress in applying their mathematical skills to a range of problems. They were learning to apply mathematical concepts and processes to simple everyday problems. Many students found it difficult to translate these problems into simple arithmetical tasks which they could accomplish. Furthermore, they often did not set out their working clearly. Across the school, most students found it difficult to discuss their work as they did not have the necessary technical vocabulary.

---

### Areas for development

- Use manipulatives to help students develop a deeper understanding of addition, subtraction, multiplication and division.
  - At each stage, encourage students to talk about their work, using appropriate mathematical language.
-

---

## Science

Attainment in science was satisfactory. Work in books and lesson observations confirmed that most students were working at curriculum standards. Grade 2 students identified characteristics that animals have to protect themselves. Students in Grade 3 identified where earthquakes were likely to occur. Grade 4 students demonstrated knowledge of energy transfer through investigations. Grade 5 students used ICT to enhance their learning by exploring the ocean's impact on landforms and climate. Most students showed a good grasp of recording observations using tables, drawings and simple sentences. For example, some recorded whether light passed through certain objects using a table to organise the findings, and others documented plant growth under various conditions. Although Grade 1 students applied the scientific method to investigate dirty surfaces, it had not been consistently used in investigations across the grades. Practical skills, including handling scientific tools such as magnifying glasses, thermometers, balances, and measuring cylinders, were not emphasised sufficiently to support skill development.

Progress in science was satisfactory. Based on lesson observations and student work, most students progressed as expected in their understanding of science concepts and principles. Grade 2 students learned about the physical properties of matter and conducted investigations to classify materials based on physical properties such as shape, texture, colour and flexibility. This was developed further in the upper grades where students explored the arrangement of particles in the three states of matter. To illustrate their learning, they drew structures to illustrate the differences between elements and compounds. In lower grades students studied plants focussing on their parts and functions. They conducted experiments to investigate plants' growth requirements. This work was extended in greater depth in the upper grades where students studied how plants obtained materials for growth from the air and water through the process of photosynthesis. Across grade levels the development of scientific skills was not consistently progressive.

---

## Areas for development

- Provide opportunities to enhance students' ability to ask investigative questions based on observations, plan fair tests, identify and manipulate variables and use scientific tools effectively with guided independence.
  - Develop students' skills to improve data interpretation and scientific communication.
-

Performance Standard 2 Promoting our children's emotional well-being and civic and environmental understanding / Promoting our students' personal and social development		
Quality Indicator	Kindergarten Inspection Judgement	Primary Inspection Judgement
2.1 Social emotional learning / Positive behaviour for good learning	Good	Good
2.2 Civic and environmental understanding	Good	Good

### Social emotional learning / Positive behaviour for good learning

Positive behaviour for good learning was good across the school. Students were well-behaved, respectful and compliant in lessons. In the\_Early Childhood classes, almost all children demonstrated positive behaviour. They managed their emotions well and showed a strong sense of security and well-being. They were confident and happy, engaging comfortably with both peers and even new adults in their classroom. Interactions were respectful, and any occasional conflicts were resolved quickly with minimal adult intervention. In Primary, students followed classroom rules and routines which resulted in well-ordered, pleasant, structured learning environments. Students confirmed they felt safe in school. They were aware of the protocols and knew who to turn to if they had any concerns. They were confident that school staff would address their concerns. There was an atmosphere of patience and tolerance throughout school. Students wore their uniform well and followed the expected dress codes. Attendance was improving. Punctuality at the start of the day was good.



---

## Understanding of and appreciation for culture, religion and the environment / Civic and environmental understanding

Civic and environmental understanding were good in Early Childhood and Primary. There was clear evidence across the school that students had been exposed to cultural and environmental education. Cultural displays included literature and labels identifying local flora, which helped students connect with their heritage. Students were able to talk confidently about significant places in Grand Cayman, such as Pedro St. James, Seven Mile Beach and the Botanic Garden. They could explain the importance of these sites to both Caymanian culture and the environment. They showed awareness of national events, including the recent election, and could explain its purpose along with sharing accurate information about the Premier and Governor. Students also demonstrated a good understanding of environmental issues. They spoke about their involvement in beach cleanups with their families and participating in the recycling programme at the school. Students were able to explain why caring for the environment was important. They learned about Christianity as part of their curriculum and engaged in regular devotional activities. Older students held leadership roles such as Prefect or Head Boy and Head Girl. These roles gave the students additional responsibilities. The potential of these roles to develop leadership and other personal skills was not always fully exploited. Overall, there were limited opportunities for students to take initiative and lead activities that support and improve the environment.

---

### Areas for development

- Improve students' attendance.
- Develop more opportunities for students to exercise initiative.

### Performance Standard 3 Ensuring effective teaching to support our students' learning

Quality Indicator	Kindergarten Inspection Judgement	Primary Inspection Judgement
3.1 Teaching	Good	Satisfactory
3.2 Learning	Good	Satisfactory
3.3 Observation, assessment and planning / Assessment	Satisfactory	Weak

#### Teaching

Teaching was good in Early Childhood and satisfactory in the Primary. In Early Childhood, teachers provided engaging and well-planned activities tailored to the individual needs of the children. Routines were effective, although some transitions were slow. A good balance of adult-led and child-initiated learning was maintained. Outdoor play supported all developmental areas through rich sensory activities. In the Primary Years, most teachers created a positive learning environment where students felt safe and confident to ask and answer questions. Teacher-student interactions were positive, and classrooms remained calm and orderly, with clear routines and behaviour expectations. Lessons were planned with clear learning objectives, but time was often wasted by students spending too much time copying them into their books. Teachers were inconsistent in their use of open-ended and probing questions to check for understanding. In stronger English lessons, to develop critical thinking, one teacher asked students to consider the cost of land and discuss whether they could purchase a parking lot, as the child in the story had hoped. Most teachers demonstrated sufficient subject knowledge and a reasonable understanding of how students of different ages learn. However, in weaker lessons, teachers did not always accurately correct mistakes, as observed in a mathematics lesson. In science, teaching reflected strategies such as modelling, think-pair-share, hands-on activities, and some real-life connections. While most lessons were planned with a clear structure, the effectiveness of time management varied. Some lessons lacked pace or had objectives pitched too low, limiting student progress. Most teachers employed appropriate teaching strategies but did not effectively address the diverse needs and abilities of all students.

---

## Learning

Learning was good in Early Childhood and satisfactory in the Primary. In Early Childhood, all children were motivated, interested and enjoyed learning. They actively participated and connected new experiences to prior knowledge. For example, one child identified a fruit seed at snack time and explained how it could be planted and grown. Students showed pride in their achievements, seeking affirmation or sharing their creations. All children were curious and confident. Primary students' engagement and responsibility for their own learning varied between lessons. Many demonstrated the potential to achieve more, but opportunities to extend their learning were limited. In English, this was evident where tasks focused on surface-level skills without promoting deeper discussion or independent responses. Science lessons often showed higher engagement during practical tasks, such as role-playing the moon's orbit or demonstrating hurricane safety. However, students were not routinely encouraged to formulate their own inquiries or test hypotheses. Group work was evident in subjects like science, where students contributed to KWL charts, but collaboration skills such as active listening and role-sharing were underdeveloped. In mathematics, problem-solving was mainly individual, with limited peer dialogue. Application of learning to real-world contexts and cross-curricular links was inconsistent. While science included hands-on exploration, deeper connections were rare. Mathematics rarely included real-life relevance, and opportunities for critical thinking or multiple solution strategies were limited. Inquiry and higher-order thinking were not embedded across subjects, resulting in limited opportunities for analysis, evaluation, and independent exploration.

---

## Observation, assessment and planning / Assessment

Assessment was satisfactory in Early Childhood and weak in Primary. In Early Childhood there was sufficient monitoring of children's progress to identify needs and work was marked regularly. Children were able to self-reflect on their learning as they talked about their work and experiences. In the Primary years, teachers assessed students' work regularly. However, the data generated was not consistently accurate or reliable due to shifting benchmarks, with the most recent change implemented based on a recommendation from the assessment tool's representative. Teachers had a broad understanding of the attainment and progress of students in standardised tests but were not yet confident or competent in using the data to adapt teaching to meet the diverse needs of learners. Internal assessments often showed inflated results in mathematics and Science and the lack of external benchmarks created a misleading picture of student progress. Marking in students' books celebrated effort with limited guidance on how to improve. In better lessons teachers used real-time formative assessment strategies, such as questioning and checks for understanding. Teachers did not consistently use scaffolded examples or differentiated marking to support students with ALSN (additional learning and support needs). Opportunities for students to engage in self-assessments were emerging, however peer-assessment was rare and lacked structure. The school did not make effective use of inspection frameworks or international benchmarks to evaluate attainment and progress. As a result, assessment did not contribute effectively to student progress or to raising standards.

---

## Areas for development

- Strengthening the analysis of student performance data by utilising state-aligned benchmarks to ensure accurate interpretation of attainment and progress.
- Add rigor and challenge to lessons while creating more opportunities for student-led learning to develop higher order skills.

## Performance Standard 4 Offering a curriculum that meets the educational needs of all our students

Quality Indicator	Kindergarten Inspection Judgement	Primary Inspection Judgement
4.1 Curriculum quality	Good	Good

### Curriculum quality

Curriculum was judged as satisfactory. The Cayman Islands Early Childhood Curriculum Framework, provided a clear rationale for children's learning, ensuring breadth, balance, and progression in their educational experiences. In the Primary Years, the school followed the New York State standards for core subjects, the Cayman Islands Curriculum for Social Studies and Life Skills, and the Abeka curriculum for Religious Education and Art. The curriculum included a range of additional subjects, such as Music, Physical Education, and Spanish (K–2) but did not include sufficient Technology or Physical Education. The timetable did not always reflect optimal use of allocated time. Systematic procedures for curriculum review had been initiated, but the outcomes were not yet sufficiently focused to drive improvements in student performance. Progression of topics was clearly built into the curriculum documents for English, Mathematics, and Science. However, there were no schemes of work, unit plans, or pacing guides in place for Science to guide continuity and progression. Cross-curricular links were sufficiently built into curriculum standards. A significant minority of students participated in national competitions, such as NCFA (National Children's Festival of the Arts) and Inter-Primary Sports Days. Extra-curricular provision was limited, although Culture Day and Community Helpers Week offered opportunities for learning beyond the classroom.

### Areas for development

- In Early Childhood, schedule more active learning time and less time on self-care activities.
- Implement a systematic approach to reviewing and adapting the curriculum based on student progress and evolving educational needs.
- Increase the allocation of time for Physical Education and Technology and enhance the extra-curricular provision.

Performance Standard 5 Keeping our students safe and always supported		
Quality Indicator	Kindergarten Inspection Judgement	Primary Inspection Judgement
5.1 Health and safety	Satisfactory	Satisfactory
5.2 Support and guidance	Satisfactory	Satisfactory

### Health and safety

Health and safety were satisfactory. In Early Childhood, the recommended ratios of staff to child were maintained. The environment was clean and well organised. All regulatory inspections had recently been brought up to date and Child Protection Training was completed. Risk assessments were carried out and, while the school had previously failed to meet timeliness requirements for fire drills, the school began conducting multiple drills each month. The campus was secure and children were supervised throughout the day. Students reported feeling safe and knowing which adults to approach if they needed help. However, timeliness in meeting all regulatory requirements for inspections, drills and training needed to be sustained. Although the canteen provided a varied and mostly balanced menu, food brought from home was not always healthy. There were opportunities for exercise during Physical Educational lessons and playtime. The school needed to ensure that information and resources for mental health support were available when required. Updated policies were recently completed but still required submission and approval by the relevant agency. Regular and thorough environmental checks were also necessary to identify and mitigate risks consistently across the school.



---

### Support and guidance

Support and guidance were good. In Early Childhood, parents completed the Age & Stage Questionnaire (ASQ) which supported staff to identify and address developmental needs. The school collaborated with external agencies to support children as required. Relationships between teachers and students were positive, fostering a respectful and supportive learning environment. External agencies, including the Early Intervention Programme (EIP), were involved in providing additional support for children with specific needs. A Special Educational Needs Coordinator (SENCO) was in post and ensured that Learning Support Plans (LSPs) were completed and reviewed in line with requirements. Teachers monitored students' progress regularly, although the accuracy of this assessment varied across classes. Teachers planned lessons well. They generally included differentiated tasks, but this was not implemented consistently or effectively in all lessons. As a result, not all learners were fully supported or challenged in their learning. While systems were in place to identify and support students with additional needs, further work was needed to ensure that all Learning Support Plan (LSP) objectives were accurately monitored and clearly reported on. Strengthening classroom practice to include more effective differentiation would help ensure that all students, including those with additional needs, made good progress.

---

### Areas for development

- Submit health and safety policies to the Ministry of Education
- Implement lesson planned differentiation more effectively to address the wide range of student needs.
- Monitor closely the progress students make towards the targets in their LSPs.

**Performance Standard 6** Leading and managing our school and developing our links with the community we serve

Quality Indicator	Whole School Inspection Judgement
6.1 Leadership	Satisfactory
6.2 Self-evaluation and improvement planning	Weak
6.3 Links with parents and the community	Satisfactory
6.4 Staffing and the learning environment	Satisfactory

---

### Leadership

Leadership was satisfactory. The Principal had made significant improvements to the school since her appointment in August 2024. She was supported by the Vice Principal. The Principal was fully committed to improving the quality of education in the school. She promoted its strong Christian ethos well. The Principal had taken important steps to clarify roles and responsibilities of all staff. These have not yet been fully embedded in the work of the school and have not yet had sufficient time to impact significantly on student outcomes. The Principal successfully gained the support of staff by involving them in working groups to address the recommendations of previous inspections. As a result, staff worked more cohesively and teamwork had improved. Her individual focus on the Kindergarten classes improved significantly this area of the school's work. The Principal was supporting the middle leaders through regular meetings. Professional review and development had not yet been put in place. The Principal and Board communicated well with each other.

---

---

### Self-evaluation and improvement planning

Self-evaluation and improvement planning were weak. Upon appointment, the Principal carried out a detailed and well-considered analysis of the school's performance from previous inspection reports and her own observations. This identified the key areas where work was required. The self-evaluation report on the early years' classes contained helpful evidence on the children's outcomes and provided a suitable basis for improvement planning. However, the self-evaluation report on the primary classes did not contain such helpful evidence for improvement and consequently, the improvement plan for the upper classes was not sufficiently specific. Both sets of plans reflected the school's values well but were over ambitious. The Principal introduced a new policy for teachers to maintain individual files on each student. These were regularly updated with Star assessment data and data from other sources. This was a sound system but was not wholly effective as some of the data was not yet reliable. Classes were monitored by senior leaders and subject leads. These observations provided information on the school's strengths and areas for development. To address the findings of these observations and reports from teachers, the Principal introduced professional development workshops for teachers on aspects of teaching such as assessment and differentiation. She also modelled good teaching practice. These new approaches to improving learning and teaching and student outcomes were not yet consistently or rigorously implemented. More time will be required before they can have an impact on student outcomes. The school made good progress in improving leadership since the last inspection.

---

### Links with parents and the community

Links with parents and the community were judged as satisfactory. The Principal had established good relationships with parents. She reestablished the parent teacher association and this body had been very effective in bringing about improvements to the grounds by introducing planters. The results of the parent survey and discussions with parents indicated that parents had a strong sense of loyalty to the school and were pleased with the changes being introduced by the new Principal. The school communicates with parents by letter and does not yet have a website which could provide timely information and act as a vehicle to celebrate children's achievements. Teachers reported regularly to parents on the progress of their children. These reports were supplemented by parent teacher conferences. The reports were sufficiently comprehensive and include detailed comments by teachers on academic progress as well as students' behaviour and attitude in class. Some of the reports contained unnecessary technical jargon which parents may not fully understand. The school had established links with a few local organisations, including LIFE, the Library and Chatterbox. The school was still in the process of developing beneficial links with businesses and other schools.

---

### Staffing and the learning environment

Staffing and the learning environment were judged as satisfactory. The school had an adequate number of qualified teachers for the number of students on the roll. The two senior leaders did not have full teaching commitments. Grades 4 and 5 students shared a classroom. They were taught separately for English, mathematics and science by a qualified teacher. During these periods the other section of the class was not being taught by a fully qualified teacher for the non-core subjects. The classrooms and outdoor areas for the early childhood classes were attractive and very well designed, providing a good learning environment for the youngest children. In other grades, the classrooms and provision of books and other learning materials were adequate. A separate computer lab was available. Some of the tablets were unreliable and hindered learning. As mentioned above, the school did not have a website nor did it have appropriate digital technology to save time and facilitate the sharing of information on students' attainment and progress. Access to the school was controlled by a secure entrance which required visitors to identify themselves before entering the premises.

---

### Areas for development

- Apply the new monitoring systems consistently across the school and provide extra support or training for subject leaders and teachers where needed.
  - Strengthen the role and impact of middle leaders to drive improvements in teaching quality and student outcomes.
  - Establish a structured professional development and performance review process for all teachers and leaders.
  - Base school improvement plans firmly on accurate self-evaluation, ensuring they are focused, realistic, and actionable.
  - Build stronger partnerships with other schools and local businesses to enhance learning opportunities.
  - Review and adjust staff deployment to make the best use of skills and improve teaching quality.
  - Use technology and develop a school website to streamline administrative tasks and improve communication with parents.
-

# Summary of Student, Parent and Staff Survey Results

Before the inspection, the views of students, parents and staff were obtained through surveys. The number of participants that completed the surveys was as follows:

Students	15	Parents	81	Staff	16
----------	----	---------	----	-------	----

## Students

Fifteen Grade 4 and Grade 5 students responded to the survey. Almost all of the students who responded to the survey praised the school's Christian ethos. Almost all felt safe and supported in school. Yet alongside this positive culture, about a quarter of students who responded to the survey felt that behaviour could improve. Almost all students considered that the school was well led. Almost all thought that teaching and learning was a major strength of the school. They all considered that they made good progress in most areas of learning and understood what they needed to do to improve. Almost all reported that lessons were good and teachers challenged them appropriately. In the comments, a minority of students asked for a greater variety of subjects in the curriculum. They requested, for example, Spanish and music. Almost all students felt their academic progress was well supported. A majority believed the school provided the subjects they wished to study and felt there was a good range of extracurricular activities. Two thirds of students felt that additional support needs could be better met. In addition, any noted unreliable tablets and devices as barriers to learning.

## Parents

Eighty-one parents responded to the survey. Overall, the parents who responded to the survey were happy with the school. Most believed that the school provided a good quality of education. The school was seen by most parents as providing a family environment for their children. They appreciated the small class sizes. Almost all felt that the school atmosphere contributed to children feeling safe and supported. The Christian ethos and the teaching of Christian values and discipline were regarded as important strengths by almost all parents. Most parents considered the staff to be caring and experienced. They thought teachers were dedicated and made learning enjoyable, tailoring their approach to meet students' needs. Most parents were happy with teacher and student relationships. Most felt that communication between the school and parents was a strength, including the timely issuance of reports. Parents also believed their children made good progress in most areas of their learning; they received regular feedback that helped them understand their strengths and areas for improvement. The school was seen as having well-behaved students. While the feedback was largely positive, parents mentioned some areas for improvement. For example, some parents suggested more after-school programmes and extra-curricular activities, including sports. A few parents noted a need for a SEND unit and more support for students with additional support needs.



## Staff

Sixteen staff responded to the staff survey. The results of the survey were highly positive. All staff who responded felt that the school provided high quality teaching and students' learning was well-developed. All believed that students progressed well in most areas of learning and therefore met or exceeded their attainment targets. All agreed that the behaviour of most students in the school was good and students demonstrated a good understanding of civic and environmental issues. All staff felt the school had effective assessment systems that accurately tracked and monitored students' achievement and that the curriculum was broad, relevant and challenging. All staff stated that the school was a safe and supportive environment and that it was well led. Almost all staff believed the school supported their continuing professional development in meaningful ways and had good systems to support children with additional learning needs. Almost all felt the school had suitably qualified and experienced staff to support effectively the learning of all students. Most agreed that there were sufficient resources of good quality to support their teaching and that the school's links with the wider community positively impacted students' educational experiences. A majority of staff said that students had regular opportunities to learn through a range of extra-curricular activities and within the wider community. All considered that the school evaluated its provision accurately, planned for improvement effectively and included them in these processes. All staff believed the school communicated regularly and effectively with parents and that parents were involved well in the work of the school. Staff also made positive comments in the survey. They said that the school's Christian ethos, positive relationships and quality education were the greatest strengths. They did feel that the school required updated technology and better marketing. All respondents felt the school provided a good quality of education.

## What Happens Next?

The school should prepare an action plan within four weeks of the publication of this inspection report.

This should consider and address:

- the recommendations identified within this report;
- areas identified by the school as requiring improvement;
- other external reports or sources of information that comment on the work of the school.

## Further Information

### Inspections of Educational Institutions in the Cayman Islands

As determined by the Education Act (2016), all educational institutions are inspected regularly by the Office of Education Standards. The purpose of inspection is primarily to support ongoing improvement in each educational institution and also to provide rigorous, impartial and comprehensive information to parents, government officers and to Ministers regarding the quality of education both in government and private educational establishments. Inspections are undertaken at least once every four years and will usually involve a team of inspectors visiting each educational institution for between two and five days.

### Inspection Frameworks

Inspectors use an agreed framework to reach their judgements. In the Cayman Islands, the publication 'Successful Schools and Achieving Students 2' (Cayman Islands Government, October 2020) is the tool which is used by inspectors when they visit compulsory educational institutions while 'First Steps to Success: Nurturing Environments and Thriving Children' (Cayman Islands Government, October 2023) is used by inspectors when they visit early childhood settings. For multiphase schools that include an early childhood phase, both inspection frameworks will be used to inspect the respective phases, 'Successful Schools and Achieving Students 2' for the compulsory phases and 'First Steps to Success: Nurturing Environments and Thriving Children' for the early childhood phase. Educational institutions also use the respective inspection framework(s) to review their own work.

Inspection frameworks are a central feature of different educational institution evaluation systems worldwide. They provide a structure within which inspectors make judgements on the basis of evidence of observed practice. They serve a number of purposes:

- Indicators create a **consistent vocabulary and reference point** for a conversation with educational institutions regarding the major determinants of educational success.
- Exemplars provide educational institutions with clarity regarding expected standards of provision.
- The indicators can be used by educational institutions for **self-evaluation purposes** and can be linked to improvement through effective development planning.
- The use of a common set of indicators encourages **consistency in judgements** across different inspection teams. Inspectors must base their judgements on the evidence of the practice they actually observe, rather than with reference to set norms or by employing relative ratings or referring to personal or individual preferences.
- The publication of inspection quality indicators enables settings to see inspection as a **transparent** process.

## Developmental Domains in ‘First Steps to Success: Nurturing Environments and Thriving Children’

When used in relation to human development, the word “domain” refers to specific aspects of growth and progress. The universal domains of development in early childhood, and also reflected throughout this inspection report and the inspection framework, are:

- **Cognitive** – Refers to the developmental aspect of children’s mental and intellectual abilities. It encompasses the processes of thinking, learning, problem-solving, reasoning and understanding the world around them.
- **Social Emotional** – Refers to the development aspect of children’s ability to understand, manage and express their emotions, as well as their capacity to interact and form relationships with others. This domain encompasses a wide range of skills and behaviours that contribute to children’s social and emotional well-being, including self-awareness, self-regulation, sensory processing, empathy and building connections with peers and adults.
- **Communication and Language** – Refers to the developmental aspects of children’s ability to communicate effectively and develop language skills. It encompasses a range of skills and milestones related to language acquisition, comprehension, expression, writing and interaction.
- **Physical** – Refers to the developmental aspect of children’s gross and fine motor skills and overall physical well-being. It includes the development of both large muscle groups (gross motor skills) and small muscle movements (fine motor skills) as well as eye-hand co-ordination.

## Judgements

Both inspection frameworks, ‘Successful Schools and Achieving Students 2’ and ‘First Steps to Success: Nurturing Environments and Thriving Children’ are organised around judgements using a four-point scale. The four levels are defined as follows:

Excellent	Exceptionally high quality of performance or practice.
Good	The expected level for every educational institution, including early childhood settings, in the Cayman Islands.
Satisfactory	Partially effective in achieving positive outcomes for children but requires improvement. All key aspects of performance and practice in every educational institution, including early childhood settings, should, however, exceed this level.
Weak	Well below expectations and requires significant improvement. Any educational institution that receives a weak judgement will be expected to take urgent measures to improve the quality of those aspects of their performance or practice.

## Consistency in Quantitative Terminology

Inspectors use quantitative terms in reports, as follows:

Term	Definition	Numerical Value
All	The whole - as used in referring to quantity, extent or duration	100%
Almost all	90% and more	90% to 99%
Most	Three-quarters or more but less than 90%	75% to 89%
Majority	Half or more but less than three-quarters	50% to 74%
Significant minority	A quarter or more but less than a half	25% to 49%
Minority	15% or more but less than a quarter	15% to 24%
Few	Up to 15%	0% to 14%

## Definitions

The term '**early childhood setting**' is used throughout this inspection report and the inspection framework, 'First Steps to Success: Nurturing Environments and Thriving Children'. Early childhood setting is defined as:

An entity or establishment which provides services for the care and education of children under compulsory school age as registered by the Education Council and/or approved by the Ministry of Education.

Early childhood settings include privately owned and operated Early Childhood Care and Education Centres, Nursery and Reception programmes and classes in government schools and early childhood provision in primary or all-through schools.

As per the Education Act (2016), **school** is defined as:

An institution for providing compulsory education and includes:

- (a) a unit for that purpose but established in an institution that caters to other categories of education; and
- (b) a Government school, an assisted school and an independent school

As per the Education Act (2016), **educational institution** is defined as:

- (a) a school; or
- (b) an institution that provides part-time or full-time:
  - i. early childhood care and education;
  - ii. compulsory education;
  - iii. post-compulsory education and training;
  - iv. technical and vocational education and training;
  - v. education to prepare for the award of any degree, qualification or certification; or
  - vi. education provision for persons with special education needs and disabilities

## About the Office of Education Standards

### Who Are We and What Do We Do?

The Office of Education Standards is part of the Portfolio of the Civil Service within the Cayman Islands Government. Our function is to inspect early childhood care and education centres, public and private schools and report upon standards in all educational institutions in the Cayman Islands.

### How to Contact Us

You can contact us using the following e-mail address: [adminOES@gov.ky](mailto:adminOES@gov.ky)

### Where to Read our Reports

Our reports are published regularly and are currently available on the Cayman Islands Government website. Please use the following link to read our latest publications: [www.oes.gov.ky](http://www.oes.gov.ky)

### Information About the Inspection Team

Role	Name	Affiliation
Lead Inspector	Terry Carr	International Inspector
Team Inspector	Carol Bennett	Office of Education Standards
Team Inspector	Marsha Seerattan	Office of Education Standards





# Office of Education Standards

Cayman Islands Government

[www.oes.gov.ky](http://www.oes.gov.ky) | [adminOES@gov.ky](mailto:adminOES@gov.ky)

**Office of Education Standards**  
Government Administration Building  
133 Elgin Ave, George Town  
Grand Cayman